

Participant's number:

OAJ, 23.ročník, obvodné kolo 2012/13, kategória 2B

READING COMPREHENSION

Task 1: Read the text carefully. There are two tasks to do on the next page.

Free Speech Starts Here

Wikipedia founder helps launch a global debate

With contributions by Jimmy Wales, founder of Wikipedia, and Shirin Ebadi, the Iranian winner of the Nobel peace prize, Oxford University has launched what is believed to be the first project of its kind, a global, multilingual website for the discussion of free speech in the age of mass migration and the internet. Inaugurated on 19 January 2012, at an event partnered with the Bodleian Library, the website is much more than a talking shop, explains project leader Timothy Garton Ash, Professor of European Studies and fellow of St Antony's College. "No one has until now proposed a structure for such a global online debate about free expression. In an international world, what are to be the new rules of the game?" Garton Ash comments.

The website starts with "Ten Principles for Global Free Speech", but Garton Ash emphasises that these are draft principles. In this unprecedented experiment, the idea is that a mixture of expert analysis, commissioned commentary and user-generated content from across the world will generate a refinement of the principles over time. Their practical application will be explored in numerous case studies ranging from state security in South Africa to internet practice in China, libel tourism in Britain and religious taboos in India. The first draft principle reads: "We – all human beings – must be free and able to express ourselves, and to receive and impart information and ideas, regardless of frontiers." Another principle says: "We allow no taboos in the discussion and dissemination of knowledge."

A dedicated team of thirty current Oxford graduate students, supervised by an online editor and supported by expert advisers on several continents, will moderate debate in four-hour shifts, maintaining standards and facilitating discussion in 13 languages – covering at least 80 per cent of the global online population. The languages are: Arabic, Chinese, English, Farsi, French, German, Hindi, Japanese, Portuguese, Russian, Spanish, Turkish and Urdu. The Oxford student team includes native speakers of all these languages. Garton Ash, who has developed the Free Speech Debate project under the auspices of the Dahrendorf Programme for the Study of Freedom at St Antony's, extends the warmest welcome to all members of the University and alumni, encouraging them to visit the website and contribute to the debate.

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READING COMPREHENSION – TASKS

Task 1: Based on what you have read in the article, decide whether the statements below are true (T) or false (F). Circle one of the two letters. Be careful, sentences do not follow in the same order as the information in the article.

1. "Ten Principles for Global Free Speech" will remain fixed in the foreseeable future. T / F
2. Only current students at Oxford University will be exclusive contributors to the debate. T / F
3. The Bodleian Library helped to launch the project of a global website T / F
4. The application of the principals for free speech may vary according to the cultural context of the particular country. T / F
5. Certain languages e.g. Hindi and Turkish will be difficult to use on the website. T / F
6. Moderation of debates will be done by Oxford alumni. T / F
7. There should be no restrictions or prejudice in the discussion. T / F

Task 2: Based on the following definitions, identify appropriate words from the text:

8. Elaboration on ideas or improvement to an existing system (paragraphs 1-2)
.....
9. Spreading of information, ideas etc to as many people as possible (paragraphs 1-2)
.....
10. To do the work of someone whose job is to control a discussion or argument (paragraph 3)
.....

..... / 10 pts

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V O C A B U L A R Y

Task 1: Put four of the following phrasal verbs in the sentences below (use them in the correct tense). Be careful, there are three extra phrasal verbs.

<i>rule out, put off, give away, go off, come out, break out, break up</i>
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1. The police thought that the bomb might at any moment.
2. The mountainous character of the country most forms of agriculture at present.
3. Schools and universities next week. It is almost holiday-time.
4. They will not believe you were born in Britain, your accent will you

Task 2: Fill each blank space in the article below with the correct form of the word in capital letters.

TYPES OF BEHAVIOUR

Non-assertive behaviour fails to express your feelings, needs, opinions, or (5) Statements like “I suppose we could go to the cinema” or “I wish I knew someone who could help me repair my car” represent indirect or implicit statements. One (6) with this type of communication is that it is open to varying interpretations. Aggressive behaviour expresses your feelings in a (7) , or hostile manner. There is no (8) of the feelings of the other person. Assertive behaviour expresses your feelings, needs, or opinions directly without being aggressive to others. Its purpose is the clear, direct and (9) communication of one's needs, opinions and so on. Once this is accomplished, the (10) of achieving one's goals without denying the rights of others is increased.

PREFER

DIFFICULT

THREAT

CONSIDER

OFFENSIVE

PROBABLE

..... / 10 pts

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G R A M M A R

Task 1: Fill each of the numbered blanks in the passage with one suitable word.

A MEDIUM OF NO IMPORTANCE

EXAMPLE: (0) to

Grown-ups, as any child will tell you, are monstrous hypocrites, especially when it comes (0)..... television. It is to take their minds off their own telly-addiction that adults are so keen to hear and talk about the latest report (1)..... the effects of programmes on children. The nation has lived with the box more than 30 years now and (2)..... passed from total infatuation to the present casual obsession. And now the surprising discovery is out, that television really does not affect much (3)..... all. This is tough on those diligent professionals who produce excellent work; but since awful programmes far outnumbered the good, it is a relief to know the former cannot (4)..... much harm. Television cannot even (5)..... easily influenced children less pleasant. Television turns (6)..... to be no great transformer of minds or society. We are not fantastically well-informed (7)..... other cultures, for example. People do not remember much from a television documentary beyond how good it was. Only those (8)..... knew something about the subject (9)..... the first place retain the information. Documentaries are not what people want to watch anyway. Television is (10)..... its most popular when it celebrates its own present. Its ideal subjects are those that need (11)..... be remembered and can be instantly replaced. Sport, news, cop shows, long-running soap operas, situation comedies – these occupy us only for as (12)..... as they are on.

.... / 12 pts

Task 2: Complete each sentence in such a way that it means exactly the same as the sentence above it.

13. I am not friendly with him; in fact, I hardly ever know him.

Far from with him, I hardly ever know him.

14. I'd better be going home now.

It's time

15. If I have plenty of warning, I'll willingly baby-sit for you.

Provided you plenty of warning, I'll willingly baby-sit for you.

..... / 3 pts

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L I S T E N I N G

You will hear a radio interview with a "mature" student. Listen and answer the questions by circling one of the letters (A, B, C or D). You will hear the interview twice.

01. This programme is part of a series on
 - A. how to go about choosing a career.
 - B. the educational system in Britain.
 - C. degree courses at British universities.
 - D. educational opportunities for adults.

02. Steve left school at 16 because
 - A. he got disappointing exam results.
 - B. he wanted to be like other students.
 - C. he wanted to be independent.
 - D. he wasn't given the chance to stay on.

03. He learned about the Open University courses
 - A. from a friend.
 - B. through a TV programme.
 - C. at his secondary school.
 - D. from his teacher.

04. He felt that the philosophy part of his course
 - A. wasn't explained clearly.
 - B. wasn't very interesting.
 - C. was simplified too much.
 - D. was completely irrelevant.

05. He thinks he did badly in his Open University exam because
 - A. he hadn't done enough revision.
 - B. he wasn't able to choose a topic.
 - C. he didn't have enough time.
 - D. he couldn't organise his ideas.

..... /5 pts

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